

Participating in the writing process, particularly the editing and conferencing, involved higher order meta-cognitive reasoning skills and advanced analytical reading skills. Therefore limiting the amount of time students spend going through the entire writing process could be blocking them from another entry into becoming a higher level thinker and an analytical reader. Writing conferences can help students understand an that author's are choosing how a piece of writing develops and help them analyze the purpose for an author's word choices. In essence this research implies that writing conferences can actually help students become stronger readers.